**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1 Week 2: Story Title: What About Me?**

**Monday**- Use TE DI 12- 1) Preteach Phonics- write *pennies, tools, & clothes* while askingstudents if these are singular or plural words as well as explain how they know if they are sinugular or plural. Teacher will discuss how words can be made plural by adding “s” as well as how others that end in “s, ss, ch, sh, x, or z” are made plural by adding “es”. Students will practice making the word pass plural; other words will be practiced together, too. 2) Read & discuss words: basket, animals, grasses, lake, boxes, fish, rabbits, miles, park; What do you hear/notice? 3) Preview Decodable Reader 2 Title*: Lunch at the State Park* with a Picture Walk Talk & make predictions about what the story is going to be about; students will read & discuss Decodable Reader 2 with the teacher.

**Tuesday**- Use TE DI 14- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words as well as discuss the definition of the following words: carpenter, carpetmaker, knowledge, marketplace, merchant, plenty, straying, & thread. 2) Practice decoding/reading/slashing out syllables with Multisyllabic Words- wanderer while saying it as it is written down. Teacher will say, “I see a chunk at the beginning: wan. I see a chunk in the middle too: der. Finally, I see a chunk at the end: er. I say each chunk slowler: wan der er. I say the chunks fast to make a whole word: wanderer. Is it a real word? Yes, I know the word wanderer. Teacher will discuss words: ranting, barked, wise, goatkeeper, provide, buzzed, gentle, village, & immediately. 3) Choral/Echo read typed version of Decodable Reader 2. 3) Highlight Spelling Patterns from Monday’s lesson 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE pg 49- 1) Target Skill- Sequence with textbook page 49 & discuss the synonym meaning is order. Teacher will help students create a list of time ordered words to help identify sequential order such as: once, before, later, in the first place, first, next, finally, etc. Students will reread pg 49 while explaining what event occurred last: a) the Grand Master asks for a small carpet. b) the carpetmaker asks for thread. c) The boy looks for the carpetmaker. \*Correct Answer- (b)\* 2) Target Strategy- Summarize with textbook pg 53. 3) Sort Retelling Cards by putting the cards in order according to the events in the story for sequencing. 4) Reread retyped Decodable Reader 2 while highlighting punctuation marks & circling any time ordered words.

**Thursday**- 1) Put the Retelling Cards in correct sequential order 2) Write one sentence for each picture for summarization. 3) Reread retyped Decodable Reader 2 and Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one